



MOTIVATION IN LANGUAGE LEARNING IN BILINGUAL PROGRAMS- FROM
THEORY TO PRACTICE

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ABSTRACT

The challenges of education in the digital age are often discussed around the world. The speed of technological advances requires in-depth studies and effective action around new tools to improve learning. This reveals the challenge of incorporating technology in the school environment and the educational curriculum.

One of the advantages of the program to be discussed is the possibility of a time and space barrier break. In São Paulo, the Virtual School has become an important tool for the future, the use of resources of their own self-learning process allows students the use of technology and media resources that constitute motivators to learn a new language. Such interfaces are increasingly used in formal education and training processes.

It is in such a context that this research is justified; since the digital age gives us tools for any imaginable activity, how about we should actually incorporate these tools in education and human development. In Brazil, this idea exists only on the papers of endless educational proposals based on different educational theories, but in practice, none of this actually happens.

It is not only the educational manager who seeks new outlets, but also the teacher, who is the one that has direct contact with their students and knows better than anyone what really works in the classroom. The proposal aims to introduce an easy and simple way to explore the influence of the student motivation and cognitive abilities in relation to remembering the language, learning new specific vocabulary, and the process through which he/she learned L1 and was learning L2. The knowledge and the understanding of the motivations and learning style of each student is of the utmost importance, including past learning experiences, and their learning experience with L1 and L2.

Little focus is often given to the teaching of other languages. There is a disconnect between what is students want and what is provided by schools in Brazil. This study highlights the different ways students and learners of second languages can be motivated to learn. A case study research was employed on a group of 20 students in Sao Paulo in the eighth and ninth classes.

Keywords: Second Language. Technologies. Bilingualism. Language Education. Motivation

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Chapter 1: Introduction

1.1 Background

Across the world, there exist thousands of languages that make communication among a group of people better. Languages seldom correspond to people's cultures and ways of life. To many, language is a vital tool of communication, that in its absence, interaction among people will be useless. Language enables people to correspond to communication accordingly based on their understanding.

In today's era, cultural diversity has led to people from different language backgrounds interacting with one another. Interaction, in this case, exists in form of education, intermarriages, and friendships. These forms of interaction often result in people being able to learn the languages of those they interact with. In Brazil, for instance, people who come from other countries have to learn Portuguese as it's the main language spoken by the people. About 98% of the Brazilian population communicate through the Portuguese language as languages like German, English, Spanish, and French are used but on rare occasions. In total, Brazil has about 150 languages and dialects spread across its population.

Bilingualism is a phenomenon where people are capable of using at least two languages for communication purposes. It seldom exists when a person learns another language on top of their mother tongue. In other cases, bilingualism exists when a child is exposed to two languages at an early stage and grows up knowing them fluently. In Brazil, where the majority of people know and speak Portuguese, languages such as English, Spanish and French are taught in schools to equip learners with bilingual skills.

Bilingual programs in Brazil exist for different reasons. For many, they are seen as important agencies of learning other languages. To others, they represent a chance for

participants to change their social and income status. These programs, nevertheless, motivate people to achieve different things in their lives. Cognitive abilities and motivation in students in bilingual programs are often dependent on the environment they are in (Haddock et al. 89). Policy makers in Brazil have come up with different proposals to help promote bilingual education. Unfortunately, most of these efforts have only been put on paper and no real action has been taken.

1.2 Education Benefits based on Projects in Teaching other Languages

As a strategy highly focused on the student, project-based education has been widely recognized as an effective means of promoting learning, as it reaches a number of important goals. In the field of foreign language learning, it gives students the opportunity to interact with authentic texts and communicate in a context similar to real life (Allen 235).

This stems from the fact that, for the implementation of projects, students are required to use the target language to communicate in small groups in order to accomplish tasks. Besides the increase in language learning, the implementation of short and long-term projects has often been associated with beneficial results such as greater student participation and motivation to participate in activities, as mentioned by Fried-Booth (23). Students learn "how to structure problems, organize and investigate problems, collect and analyze data, organize evidence, weigh the arguments for and against specific solutions and work independently and with others" (Winitzky & Tannebaum 165).

Students who engage in the work of such projects are more likely to demonstrate critical and creative thinking skills and metalinguistic awareness, while at the same time learning to cooperate with each other (Bott). The project also promotes the natural integration of all language skills (reading, writing, listening and speaking) and provides ample opportunities for

teachers to integrate information and communication technologies (ICT) in teaching. What is of primary importance is the fact that the project can give weaker students the opportunity to take an active role and increase their confidence in using the foreign language.

In recent decades, Information and Communication Technologies (ICT) have been widely used in education. These technologies now form an integral part of most English teaching settings. Information and communication technologies can also be used for the implementation of project work.

In some educational institutions today, it is already accepted that the implementation of the project in the foreign language classroom can be facilitated by the use of Information and Communication Technologies (ICT). Information and communication technologies can be used in teaching in all phases of a project, from planning to presentation. More specifically, the World Wide Web can be used as a means to find and collect information necessary for the implementation of the project. Thus, students also learn how to evaluate their sources of information and select only those that are objective and contain reliable information. In the presentation phase, students can use a variety of Web 2.0 tools, which "herald a new era of teaching and learning" (Chaka 54) to present their work. In addition, web-based tools allow students to communicate with ease and low cost (Web 2.0 tools are free programs) and collaborate with the world outside the classroom. Finally, Web 2.0 services add the ability for students to create social networks to interact, share information and learn collaboratively (Cruickshank et al. 90).

PART I: MOTIVATION AND LANGUAGE LEARNING IN THEORY

Chapter Two: Literature Review

2.1 Literacy and Biliteracy

Literacy is the development of awareness and understanding of letters and their operation. The literate child understands the alphabet code and is able to use it mechanically, reading and writing. Literacy is the understanding that reading and writing play social functions, present in different environments. The child begins to realize that newspapers and books read by parents or older siblings have a code, which is different from the drawings. Literacy is the understanding that reading and writing are present in various areas of everyday life and are important social tools that perform various functions.

The word literacy, according to Soares:

It arose in order to supply the need to distinguish processes in which there is only the learning of the Writing System of those in which the learner is able to use his reading and writing to perform social practices (58).

Of literacy, Soares states:

It is the state or condition that assumes the one who learns to read and write. Thus bringing social, cultural, political, economic, cognitive, linguistic consequences to either the social group in which it is introduced or to the social group that learns to use it (66).

Though scholars often disagree, Soares (57) points out that: "It is considered more appropriate to speak of literacies in the plural, to encompass the grandeur of the phenomenon."

That's because, according to Bortoni & Maris (195):

We can use the term literacy in the plural, or refer to literacy cultures to preserve the idea that there is not only a literacy culture. In social communities, literacy cultures coexist with different activities: social, scientific, religious, professional, etc. There are also literate cultural manifestations associated with popular culture, such as cordel literature, for example. A culture of literacy consists of social practices in which people rely on written and read or read and preserved texts in memory. [...] For many people, including teachers, these traits in children's speech are simply mistakes that must be made corrected at school. [...] However, although perfectly suited to the oral and spontaneous communication of children among themselves or between themselves and their relatives, these forms are not adequate to the more formal discourse proper to the classroom. Nor are they adequate in the tasks developed in the written mode of the language

The literary literacy aims to train readers to be included in a community and learn their cultural instruments, thereby improving their understanding of the context in which they live. The reader must be critical when reading a literary text and feel the need for literary reading, reading for pleasure and not only out of obligation.

Biliteracy is associated with the development of skills related to the social function of two languages and the enrichment provided with the expansion of the cultural, social and Academic repertoire. The child understands, therefore, as each language is used in the communities where they are present, the specific characteristics of each and how they are used and interpreted.

Thus, the function of a school and the bilingual teacher is to provide, in addition to literacy – the knowledge of the alphabetic system, also the exploration of how the two languages are used and their functions and social practices. Furthermore, a child is not always literate or Biliterate. It is up to professionals involved in bilingual education to achieve the literacy or biliteracy, earlier.

2.2 Literacy in the English Language

The literacy process in the English language is similar to that in the Portuguese language, in which through everyday experiences, each child develops the ability to recognize letters and their sounds, to later start joining them in creating syllables and words. The letters are just symbols or codes written for the sounds of English speech. Learning about the relationship between the letters of the alphabet and the sounds of speech they represent allows us to "crack the code" and learn reading (decoding) and; spelling as well as the knowledge to write (encoding).



Figure 1: The student in the construction of knowledge. Photo courtesy institutional video EVESP

There are different functions in the context of learning a foreign language. The effective function relates to the emotional interpretation of perceptions, information or knowledge, since the cognitive function, in turn, refers to the process that leads to knowledge and understanding (encoding process, storage, processing and retrieval of information). However, it is the volitional function, to connect knowledge to emotions, that leads to a specific behavior. This personal, intentional, planned, deliberate component-oriented goal shows a proactive stance that many call "motivation."

To summarize, 'motivation' is related to one of the most basic aspects of the human mind, and most researchers and teachers would agree that it has a very important role in determining success or failure in any learning situation. That is my personal experience of 99 percent of language learners who really want to learn a foreign language (who are really motivated) will be able to master it reasonable working on the knowledge, regardless of their language aptitude (Dörnyei 2).

The term 'motivation' is used by teachers when they want to describe a good or bad student. Dörnyei believes that this reflects our conviction, in his opinion, firstly, that throughout the long process of teaching/learning a foreign/second language the enthusiasm, commitment and persistence of the learner determine his or her success or failure (4). "With sufficient motivation learners can achieve a reasonable level of proficiency regardless of their language or cognitive skills" (Dörnyei 5). Without enough motivation, the most intelligent students will not be able to persist long enough to reach a language level that can be useful. As Dörnyei states:

In other words, 'motivation' is a general way of referring to the antecedents (the origins and causes) of action. The main question in motivational psychology is: who are these antecedents? Because human behavior has two basic dimensions - direction and magnitude (intensity) That are responsible for:

- The choice of a particular action;
- The effort expended on it and the persistence with it (277)

Motivation is thus a very broad concept that encompasses a variety of cognitive, affective and behavioral processes, which explain the reason a person decides to do something; spends much time on the activity; and exercises intensity in performing the tasks associated with it (Dörnyei 6). It is due to the nature of motivation and its various aspects that learners and researchers face a problem in choosing a theoretical foundation which best serves to incorporate the motivation of learners, within their specific social and educational context.

2.3 Bilingualism

To improve our understanding of student motivation to learn a foreign language, it is also important to understand what is, in fact, true bilingualism. Several concepts are given by different theorists, due to the existence of various types and levels of bilingualism, as each individual has different degrees of proficiency. We conceptualize such term to have an idea what it is, but we do not know properly its real meaning.

Skutnabb-Kangas asserts that:

A bilingual speaker is someone who can communicate in two or more languages, in both communities, according to the requirements of communicative and cognitive competence made by these communities or by the individual at the same level of native speakers, and is capable to identify the two or more language groups (cultures) or parts thereof (95).

This concept does not assume the ideal bilingual individual, but a speaker able to meet the communication demands made by the communities in which they live. The classification of context/society where bilingualism is developed, that is, if a society is considered bilingual / or not, is also relative.

Popular bilingualism occurs involuntarily because the individual becomes bilingual for survival. An example of this is Brazilian families who move to the United States looking for better living conditions, without even knowing the English language, the main language of the country. Because of the need to survive, however, communicate and get a job in this new country, they end up learning the new language.

While in popular bilingualism the acquisition of new language is by necessity, elitist bilingualism is by personal or family option, so that the child can, for example, achieve greater social prestige and better opportunities. Some parents still have resorted to bilingualism because they believe that bilingual children become smarter than monolingual ones.

According to Baker and Prys Jones (156), the relationship between bilingualism and intelligence has passed through different periods. In the 1960s, there was a period of negative effect, in which it was considered that bilingualism would produce possible negative effects on intelligence. In the 1970s, came the neutral period, which considered equal cognitive development of bilingual and monolingual children.

Although we have been through different periods, currently, according to Harding-Esch and Riley, there is no unanimity about the possible consequences of bilingualism, whether good or bad. Today, it is not intended to find out if the child is cognitively more or less capable than a monolingual child. At this time, schools are trying to analyze and describe the specifics of the development of the bilingual individual, looking for evidence that differs from speakers of only one language.

2.4 Bilingual Education in Brazil

The expansion of bilingual schools in Brazil, issue 215, Online Education Journal of 6 August 2018, written by Marini et al. says:

Brazil is almost deaf and dumb in voice and speech that the world demands even more. Historically, English quality in Brazilian formal education has always been the privilege of a few. Private schools often limited to meet the requirements of MEC, never hard enough to generate effective language learning. Public chronically immersed in a sea of difficulties, it remains, with very few exceptions, comply table. It happens that, in recent years, Brazil, like most countries in the world, began to unlock locks and unlock doors. Barriers and plunged borders, travel and exchanges were common, communication between people has become more popular and cheaper and the Internet arrived with 70% of its content in English. In this new context, the English language in Brazil (1).

It is the same as if a student of The American School of Rio de Janeiro were to study at a college in New York. They are schools in other countries, subject to the rules and educational

source of law, but operating on Brazilian soil. They are at least 30% more expensive than bilingual schools. According to Marini et al., however:

Over the past five years, the market of formal private schools increased by 2% per year on average in Brazil. Meanwhile, the bilingual school expanded at rates between 6% and 10%. Part of this commendable performance, in the dark tunnel of the crisis, due to large and bold bets as the Conexia. The group is part of Sistema Educacional Brasileiro (SEB), active for five decades in the education market and now present in over 300 schools in 20 states.

A proof of the potential of this market is the landing of global giants like British Pearson Bilingual Program, considered the world's largest education company with 170 years of existence, 35,000 professionals and operations in more than 70 countries and multinational original publisher Spanish Santillana. In just six years of existence, Pearson, which serves more than one million students in the world, won 150 Brazilian schools. The program package, one of the most widely adopted in Europe, offers twenty items in service, cultural competitions school management (1)

But would such renewal in the teaching of a second language be the end of the line for language courses? On the contrary, the models are complementary as there is evidence of learners' desire. Bilingualism can still take a long time to get to most private schools, especially in the countryside. Brazil has 40 million students in public schools, and that the public will not have a school offering bilingual education for long. The only part of them will form a huge market. Finally, there will always be demand for courses for adults and professionals.

2.5 Pre-Bilingual Concept

Bilingualism is the quality, condition, characteristic, act, practice, or effect of consciousness, by a man or woman, to use two languages or dialects in multidimensional everyday life. Living bilingualism is the first signal transcendence of the mother tongue, leaving behind monoglotism to steadily move towards the functional polineurolexic.

As it is understood, by the dictionary, monoglotism comes from the Greek: monos, only + gotta, language), it is also called monolingualism, the term refers to the use of a single

language by a person or community. Functional polineurolexic comes from the word *lexicon*, that also comes from the Greek language, *leksikós*, “With regard to the words” the composition element *teak* derives from the Latin language, *theca*, "case; collection; Local guard collections ", and the Greek language, *theke*," box; case; casket; deposit; guard building, "ie, a box or case of functional words with intrinsic meaning (Miller 39).

Attentive to the needs of the globalized world, which has the fluency of English as more than a luxury language, but now as a necessity, bilingual education offers the possibility for students to practice the language more intensively, experiencing and using it every day, which facilitates the flow of language, especially in conversation.

It is also worth mentioning that it is important that the teaching method is applied to the student as soon as possible. This is because the early years are critical for learning languages. Learning during childhood enables the strengthening of linguistic structures and cognitive development; after all, it is the age where children learn to read and write, for example.

For a better adaptation of children, the bilingual pre-course would be ideal, considering the flatness of each, so you can track their progress learning the new language. The pre-bilingualism is the first contact and familiarization with the expressed language. Ideally, at home and at school the words will start being exchanged in different languages, making it cognitively easier to differentiate each language code.

Figure 2.1 Bilingualism and increasingly technology in the lives of our youth. Photo courtesy institutional video EVESP.

With regard to the learning of foreign languages, Liu states that:

In terms of foreign language education, English had gradually gained supremacy in foreign language education China opened up and integrated into the global economy. English dominance Seemed to co-occur with the high-speed economic development, but it was Also Accompanied by and exacerbated the ever-deepening social inequality (73).

On the other hand, the rapid promotion of English contributed to accentuating the existing gap between regions, social classes and ethnic groups (Feng 87), with regard to education in general and in particular to the teaching of foreign languages.

The main advantages are "relationships with parents, family, and friends, communication with people of other nationalities and ethnic groups; sensitivity to language and communication; greater cultural knowledge and with that world view, among other" (Nobrega & Hodges 6). As Struys (38) suggests, one of the most striking features of the processing of human language is the ability to accommodate two or more languages in a brain. This increases linguistic flexibility because it allows adapting to a wide range of communication situations.

The development of bilingual language in preschool children may differ from monolingual development in superficial aspects, but fundamentally the processes are identical. The bilingual children employ the same strategies to acquire the second language, being, however, able to use their linguistic systems in developing differently under the contextual point of view (Ferronato et al. 4).

If bilingualism has a positive effect on intellectual functioning related to monolingualism, it is expected that a certain amount of bilingual exposure is required to observe progress (Paap & Greenberg 235). Of course, this difference will depend on the initial age of exposure to various languages. This hypothesis is in accordance with the voluminous literature addressing the effects of early acquisition in the field of language and literacy development (Kovelman et al. 155; Sundara et al. 370; and Uccelli & Pérez 52). In the research carried out, it appears that there are many arguments favorable to exposing a child to bilingual education as soon as possible. Added to this there is also a growing number of children developing a bilingual context.

2.6 Acquisition and expansion of vocabulary in a second language

Speaking about language acquisition, it must first be clarified in the concept of input, as the speech that a child is exposed to. Linguistic input, according to Borges and Solomon (2003), corresponds to all linguistic experience gained by the use of language in social interactions, especially those in direct communication with the subject itself. Second language acquisition, according to Ellis (156), is not a uniform phenomenon, due to the combinations of various factors associated with the learners and the different contexts in which learning takes place. How can we explain these differences in achievement? Broadly speaking, three different sets of explanatory factors have been identified: social, cognitive, and effective (Ellis 158).

The differentiation of the concepts of acquisition and learning, established by Krashen (444), must be observed: “language learning involves a formal study, including an intellectual effort and logical thinking by the learner.” While the acquisition is more naturally in real and concrete situations of interacting environments, functional skills are developed by individuals, through natural, intuitive and unconscious assimilation. The acquisition of a second language will be used to refer to the main features, being more advantageous when it is being assimilated

in practice through its use in significant interactions with other speakers of the language to be acquired (Krashen 447).

This theory postulates that the acquisition of a second language is part of a process of acculturation and that proficiency is determined by the degree to which the individual assimilates the target language. Ellis (160) points out that for this theory the lower the degree of social and psychological distance that the learner has with the target language group, the more it can influence the language acquisition process.

The innatism theory, inspired by studies of Chomsky (122) and his theory of Universal Grammar (UG), does not address second language acquisition properly but reiterates that language is inherent to the human being, to determine something as complex as language acquisition. Therefore, there would be a biological basis guiding this process. For this theory, the input is responsible for activating the Universal Grammar and establishing the language that is developed by the individual as the possibility of acquiring a language only exists when there is exposure to it.

Furthermore, in innatism, the monitor model, developed by Krashen (451) presents three assumptions, which are:

- The hypothesis of separation between acquisition and language learning; event monitor, which differentiates the acquisition of the learning system;
- The hypothesis of the natural order, in which the second language takes place in a predictable sequence;
- The hypothesis of input requires that, in order to pass a language stage to another, it is extremely important that the input is beyond the stage at which the individual is being acquired and the hypothesis of an effective filter.

According to Figueiredo (39), for the individual with positive attitudes towards a second language, it will be easier to acquire their lower effective filter. The theory of Universal

Language, which postulates the existence of linguistic aspects common to all languages, genetic and inborn in humans, which is activated by environmental input and is responsible for developing L1 and L2.

Although Krashen's ideas have evolved, some authors criticize him for stating that this theory did not go beyond the acquisition of grammatical structures, and consider language acquisition a linear perspective. Due to criticism of Krashen's theories based on a cognitive perspective and development, the hypothesis of interaction was designed. Interactionist theories not only consider the input to explain second language acquisition, but also that there must be interaction for the input to occur.

The theory of cultural-historical perspective and interactionists are often compared. But Lightbown & Spada (35) comment that the main difference between them is the emphasis given by each theory to the internal cognitive process. The historical and cultural proposal attaches more importance, to learning through social interaction, starting externally and through social activity, while cognitive processes are being internalized.

All chains presented above are intended to explain the acquisition of the second language by two factors: first, the presence of an input of the second language available to the learner and the second as internal learning mechanisms that justify the way that the second language data is processed (Ellis 166).

When the child shows interest in communicating in a foreign language, it is a sign that he/she feels comfortable to interact socially, speeding the acquisition of the language. It is important that the language acquisition environment is welcoming, stimulating and conducive of L2. Parents/Teachers should be sensitive and understand when children have difficulty to communicate and understand the second language, leading the child to use the mother tongue. This sensitivity does not mean to avoid leading the learner toward the target language, as the

parent/teacher should always try to associate the student's communication in some way with the foreign language.

The moment of reading a story is very important and it is necessary that the teller takes some care during this learning process. The story should be known, going through a time of the previous study to capture all its features and engage to tell it to children. Reading should be made during a climate of involvement and charm, developed with pauses and breaks so that the child's imagination is respected.

2.7 Psychogenesis Language Writing

The traditional model of literacy puts the student in a passive position in the process of writing acquisition, where his or her only function is to assimilate the knowledge that is passed by a teacher, by memorizing sounds, copying words and deciphering syllables. This method does not allow the student to participate in the construction of their own knowledge process.

It was through this model that the Argentine psycholinguist Emilia Ferreiro together with others developed his research on the process of the child's learning, arguing that, contrary to what was thought, the reading and writing system should be built gradually, with the student in a continuous learning process. As mentioned earlier, literacy begins long before school. Ferreiro et al. explains that "literacy is not a state, but a process whose beginning is in most previous cases the school and does not finish at the end of primary school" (Ferreiro et al.47) About literacy the author also states:

Modelo tradicional asociacionista da aquisição da linguagem é simples: existe na criança uma tendência à imitação (tendência que as diferentes posições asociacionistas justificarão de maneira 10 variada), e no meio social que a cerca (os adultos que a cuidam) existe uma tendência a reforçar seletivamente as emissões vocálicas da criança que correspondem a sons ou pautas sonoras complexas (palavras) da linguagem própria desse meio social (21).

Then comes the notion of writing as a system of representation and not as a code or technique to be transferred and acquired.

The study of language attitudes has an extensive research tradition rooted in different disciplines. The sociology of language, the social psychology of language, sociolinguistics, linguistic anthropology, discourse analysis, among others, have brought their contributions to the study of this construction. However, understanding such a complex issue as language attitude required an appeal to various theoretical disciplines that forced us, as Moita Lopes mentioned, to make "an integration of various fields of ideas" (27).

The search for theoretical elements of other disciplines, such as social psychology, provides us with the basis of a clear definition. The identification of factors that influence the attitudes revealed requires the presence of an approach based on inter-group relations, as the foreign language acquisition context involves the relationship between different linguistic groups. The phonetic basis of theories considers the phonetic-segmental and prosodic features characteristic of these varieties. Thus, the guiding concepts of the research providing a theoretical framework adequate to explain the attitudes towards other regional varieties, as well as before their speakers. The phonetic basis of theories considers the phonetic-segmental and prosodic features characteristic of these varieties.

According to Garret the study of sociolinguistic communities' language attitudes can prove "interactional dynamics and relational forces work inside. This includes bias in favor or against other social or regional varieties, feelings about the speech of the other group or the group itself and speech style stereotypes" (Garrett 626).

Other authors, like sociolinguists Agueyisi and Fishbein (155), mention the importance of studies on attitudes in the field of sociolinguistics to know matters such as choosing a language in multilingual societies, language planning or language teaching. Therefore, the importance of including this construction in the acquisition of a second language is evident, in which the study of linguistic attitudes dates back to language contact situations. These studies have been mainly based on the relationship of this construction with success in learning a second language (Guilloteaux et al. 56). Thus, several authors have elaborated different hypotheses about the relationship of attitudes, motivation, and guidance to success (Agueysi and Fishbein 160).

Dörnyei et al. (9) remind us that there has been recently within Applied Linguistics an opening to the inclusion of psychological factors and processes. Similarly, Kalaja comments:

From 1990 onwards, there has been a greater emphasis on research whose focus is on the context, so the studies have focused on how the motivations - attitudes, in our case - of the learner are reflected in the events and processes of the class. This new approach offers insights into how learners shape and negotiate in speech and writing their understandings and directions regarding an L2 (8).

2.8 Educational and social psychology

As Allport, states that:

attempts to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others (3).

Social psychology can establish a connection with the subject of research, for regional variety is intrinsically linked to the community of speakers. Therefore, justified interest in contexts in which individuals of a linguistic and also cultural group, learn the language of a second group in a non-contact situation. On the other hand, it is worth noting that in the literature

on the acquisition of second languages, the construct attitudes appear associated and often confused with the motivation. In this sense, according to Ellis:

there is a large number of individual variables apprentice who have been identified as influencing learning outcomes. However, these constructs were vaguely defined, making it difficult to synthesize the results of different studies and come up with a coherent and complete picture. So often attitude, belief or state appear as undifferentiated, are also unclear interrelations between attitudes and other constructs such as beliefs, motivation and/or perception (199).

According to Ajzen and Fishbein "attitude is an evaluation of a psychological object captured through the dimensions of attributes such as good/bad, pleasant/unpleasant (28). Eagly and Chaiken argue that attitudes are "a psychological tendency expressed in evaluating a particular entity with some degree of favoritism or not" (3). From these two definitions can be seen that the focus of this construction is in its evaluative nature.

Contemporary trends within social psychology depart from the consideration that such attitudinal object assessments derive from three sources of information, which together form the constructed attitude. The first is the effective component - feelings, emotions, related to the attitudinal object, the second, the cognitive component - beliefs about the attitudinal object. Finally, we have the behavioral component - behaviors associated with the object of attitude (Eagly & Chaiken 3).

It should be considered that the formation of attitudes is a direct result of the knowledge-making process of the social environment that surrounds us. According to Rodrigues (55), they are formed during our socialization process and result from common learning processes. This also shows the difficulty we have to make a change in attitudes.

According to the psychosocial theories known as consistency theories, Rodrigues (56) claims the three components (affective, cognitive and behavioral) should be internally consistent.

They are independent and interdependent, i.e, influence each other in the direction of a state of harmony. Therefore, any change in one of these three components is able to modify others. In this sense, one can say that there is a consistency between the three so that favorable cognitions tend to be associated with positive emotions, and adverse cognitions with negative effects.

Ajzen and Fishbein (135) state that human behavior is guided by social attitudes, so attitude is the key to understanding human behavior. However, the view that attitudes offer an insight into how people behave has been challenged by other researchers as Ajzen and Fishbein themselves acknowledge (135). After various surveys, the results of the studies show the attitudes to be poor predictors of actual behavior, and many social psychologists have begun to question the usefulness of the construct.

The model of the theory of experience is the most widely used to measure attitudes and has spawned two behavior prediction theories. So many studies on behavior prediction from attitudinal variables were conducted within the framework of the theory of "reasoned action and planned behavior" Ajzen et al. (187) and its predecessor, the Reasoned Action Theory, by Ajzen et al. (62).

The former theory states that a person's behavior is determined by its intention to carry it out, whereas this intention is determined by the attitude toward the behavior (attitudinal component) and the subjective norm (normative component). The subjective norm, as the second determinant of intention, is set or determined by beliefs about how other people (who are important to me) will consider the performance of my behavior. Therefore, subjective norms relate to the perception of what most people (that are important to a person) think this should do.

Conceptually, attitudes are relatively stable, which means that a change of them is difficult; but it's not impossible.

2.9 Concepts of identity and "self"

Each theory reflects different perspectives, each perspective will reveal certain aspects of the phenomenon and hide others. For the authors, MacIntyre, Noels & Moore, the fact of considering various theories allows a holistic understanding of motivation in learning a language (325).

Consider the concepts of identity and "self" as they are dealt with in two major theoretical models of motivation, namely the Socio-Educational Model of Gardner (23a) and the L2 Motivational Self System mentioned by Dörnyei and Zoltan (279). In this way, we intend to discern which areas of convergence and divergence will allow us to have a better understanding of the role of the "self" in the motivation to learn a language (Carver & Michael 56).

An important aspect in the model of self-motivational system L2 is the approach of motivation in favor of a framework of dynamic systems. Dynamic system approaches refer to the behavior of complex systems containing multiple interconnected components, “wherein the development is characterized by a non-linear growth as the systems are restructured, they adapt and evolve organically” (Dörnyei & Ushioda 3).

As Dörnyei and Ushioda (24) argue that the prospects of complex systems began to influence thinking across the broader field of SLA, and it seems likely that an approach of dynamical systems involves a much closer integration with other SLA dimensions than presented so far. The dynamic system terms and complex system refer to a set of theories that are focused

on developing a complex system over time, where there is an underlying order to chaos, changing with time, and its elements are always in non-linear interaction (Hoyle et al. 1680).

Dörnyei notes that the development of future self-identities helps the process of acquiring languages (8). Studies of Dörnyei and self-motivational system L2 seek to account for the wider complexities in language teaching (Dörnyei & Zoltan 277). The model features the construction of a perfect self-image, ideal self-learner, bringing up alternative identities of the language for research of motivation and motivational strategies. To Dörnyei and Ushioda (5), these figures "created" by the students reinforce the motivation.

2.9.1 Self-concept

Regarding the "self", some authors state that it has an important role in the academic performance of students (Csizér and Magid; Magid 230), but plays an even more significant role in learning a language, if we consider that "language, after all, belongs to a person's whole social being; It is part of one's identity, and this is used to convey identity to other people " (Williams & Burden 115).

The "self-concept" of each individual has been seen as the epitome of each person, related to the way that we look at it (Csizér & Dörnyei 23; Higgins et al. 55). An essential aspect of this complex notion was considered extremely important for researchers working on motivation: the "self-concept", which is not so much as you see yourself at the moment but as you imagine yourself in the future (Higgins 319).

Markus and Nurius (1985) described "possible selves" as mental representations associated with this future dimension, and distinguished three main types, in all the future

imagined "selves": they represent the idea that each person has in relation to what they can become, in what would become and what is feared to become.

2.9.2 Motivational Self System in Second Language

A notion discussed in Dörnyei (11), which builds on the intellectual work of Markus and Nurius (950), proposing a model of motivation for learning L2 that reformulates the motivator to construct itself, thus thinking of the psychological theory of "possible selves" as "ideal selves that we would like to become", "selves that we could become," and "selves we are afraid of becoming". As the "cognitive components" and the "hopes and fears, goals and threats" (954), providing ideas of what "is possible for us to be" (Markus 960; Markus & Kitayama 224). In this way, it would lead the student to reflect on his or her possible selves, and thus to identify and label the person he could become, as explained by Ushioda and Dörnyei (3).

About the "Ideal L2 self": if the person would like to speak the L2 (for instance, the person who would like to be associated with travel or to do business internationally), the "ideal L2 self" is a strong motivator in learning language, as far as he/she wants to reduce the gap between the present and the future "self". The "Ought-to L2 self" relates to the attributes related to L2 that each of us should have in order to avoid possible negative results and that have little or nothing to do with one's own desires or expectations.

The "Motivational Self System" model (self-motivational system) also includes a third component that reflects the main conclusions derived from the investigation into motivation, conducted in the 90s, which highlighted the motivational importance of the immediate context of learning and experience. As Dörnyei et al. conclude (10), this approach relates to the two future "self-guides", associated with an imagined experience, and a third constituent rooted in actual experiences. The model focusses on the three relevant components: Ideal L2 self, Ought-to L2

and L2 learning experience regarding the “two future self-guides, associated with imagined experience and a third constituent rooted in actual experience” (Dörnyei et al. 8).

2.10 The Socio-cultural model by Gardner

In the first full summary of the motivation in L2, Robert Gardner regarded the L2 as mediators between different ethnolinguistic communities in multicultural contexts, considering the motivation to learn the language of the other community as the first force responsible for improving our intercultural communication and affiliation (Gardner 6b). Gardner claims that "a foreign language, unlike other school subjects, is not an area of socio-culturally neutral knowledge, since it is affected by various socio-cultural factors, including attitudes, representations and also cultural stereotypes" (Gardner 21a)

This leads us to consider Gardner’s socio-educational model, in our study. The fundamental principle of the socio-psychological approach lies in the fact that the position in the target community has a strong influence on learning an L2. Gardner assumes that the linguistic objectives of a learner fall into two broad categories:

- (i) An integrative orientation that reflects a positive attitude towards the L2 community and a desire to interact with, and even resemble, representative members of the L2 community; and
- (ii) An instrumental orientation, in which language learning is primarily associated with the pragmatic aspect of the potential gain that will be the mastery of L2, namely obtaining a better job or a higher salary. , seems to coincide with the conviction of our students that the language allows them to open the doors of the labor market (Gardner 10a)

Gardner's theory of a more developed aspect is not related to integrative/instrumental duality, but rather a broader concept of integrative reason. These consist of a complex structure, of three main components:

- (i) Integration, subsuming an integrative orientation, interest in foreign languages, and attitudes towards the target community;

- (ii) Attitudes, in relation to the learning situation, comprising attitudes towards the teacher and the course; and
- (iii) Motivation, which is compounded by motivational intensity, the desire to learn a language and attitudes towards learning a language (Gardner 10a)

Gardner explains why:

[M] is used frequently in the literature, though close inspection will reveal different meanings to many individuals ". Still, an "integrative" component has consistently emerged in empirical studies even in the most diverse contexts, explaining a significant portion of the variance in language learners' motivational disposition motivated learning and behavior (Gardner 12a)

The Canadian socio-psychological approach dominated the field of motivation in L2, for more than two decades and, interestingly, the biggest challenge is not that of the researchers of L2, but rather in the area of traditional psychology (mainstream). The 80s brought a cognitive “revolution” resulting in new theories of motivation and the new paradigm that found particularly fertile ground within educational psychology. The study of student motivation has become a topical issue, and virtually all major psychologists have begun to take an active interest in the matter.

2.11 Reflective Thinking

According to Dewey, reflective thinking is the active and persistent examination of all faiths or alleged forms of knowledge in the light of the foundations that sustain it and the conclusions to tend. In Dewey's definition it is clear that reflective thinking is aimed at the achievement of a goal.

For a professional to reach this goal and thus reach a conclusion, he or she must go through certain stages of reflective thought. For Dewey, the stages of reflective thinking are:

1. A state of perplexity, hesitation, doubt
2. A search action or investigation in an attempt to bring to light facts that can confirm or cancel the initial doubt (23).

By emphasizing the existence of phases in reflective thinking, Dewey distinguishes the reflective thought of routine thinking. Schön (102), in turn, contributed to the dissemination of

the concept of reflection, distinguishing between: reflection-in-action (reflection-in-a-share) and reflection-on-action (reflection-into-a-share).

The reflection-during-the-action occurs when the professional (in this case, the teacher) reflected on their practice while it is happening, that is, while it is in the classroom. Reflection-on-a-share, however, is developed after the end of class.

The reflection of the action can be systematic and deliberate, which may occur during the interval of the classes, or later when the teacher is reviewing the progress of students or reviewing their planning. Zeichner, in turn, described three different levels of reflection: technical, practical and critical.

The professional that reflects on the technical level, shows his concern for the efficiency of the instruments used to achieve certain goals; reflection on the practical level relates to the evaluation of educational objectives, as these are achieved by the students, and finally, critical reflection that considers the importance of educational goals, how well these have been achieved and who is benefiting from these positive achievements.

To Wallace (1978), the teaching of English is considered a profession, as it presents the following essential qualities required by society: a scientific knowledge base on a rigorous study period that is evaluated formally, a sense of public service, high standards professional conduct and ability to perform useful and specific tasks competently.

Furthermore, according to Wallace (1978), professionalism can be developed in three models of vocational education: the craft, the applied science, and the reflective model. The learner is passing professional competence through education (demonstration) made by professional experiences and practicing (training).

Professional training courses that follow this model seem to suggest that there are fixed patterns of behavior to be learned, like an assembly line and, since these behaviors become routine, the learner reaches the required professional competence. This professional education model was widely used during the era of the method, which had its origins in linguistics structuralism, behaviorism, and psychology.

At that time, a great deal of research was carried out to try to find the most effective method for teaching languages, as it was believed that the learner's success depended on the choice and use of the best method. With the rapid growth of disciplines such as psycholinguistics and sociolinguistics, the craft model was losing ground to the second model of professional education that Wallace calls the applied science model. This model is traditional and probably still the most used in training courses or professional education programs. The basis of this model is the findings of the empirical sciences, and therefore the main objective to be achieved is purely instrumental.

In the applied science model, it aids in discovering the future teacher who, in turn, puts them into practice. In the era of the method, the faults occurred when caused by choosing the wrong method or by poor enforcement. These failures occur because the teacher did not understand the findings or put them into practice incorrectly, which means that the fault is in the teacher. Wallace (1995) presents the following diagram that summarizes the model of applied science.

The teacher who applies scientific knowledge in the classroom can eventually become an 'expert', conducting research and making findings, but often this happens when the teacher ends up leaving teaching to become a researcher. This keeps research away from practice because, as the teacher becomes a researcher, he/she will only disclose findings, and will apply them, if the teacher is teaching.

In the model craft, as mentioned above, professionalism is achieved by imitation. In the model of applied science, professionalism is arrived at by applying discoveries made by researchers who do not work in the classroom most of the time.

The model of reflection, in turn, tries to meet the failure that these two models feature, *i.e.* to make the teacher reflect on their practice, no longer passively accept the results of research, and to ensure that the teacher becomes a researcher without, however, distancing him or herself from the classroom. Two terms often associated with the model of reflection are received knowledge and experience.

The first occurs when the future teachers learn the vocabulary and concepts related to their area of expertise (survey results), the theories and skills that are widely accepted as part of

the intellectual content necessary for the performance of the profession. But the knowledge that is experienced is developed through practice when the teacher has the opportunity to reflect on putting this knowledge into action, that is, reflect on their practice while it occurs.

For Wallace (179), teacher education has three models (craft, applied science, and the reflective model) for Zeichner (21), teacher education is analyzed according to four paradigms: behaviorist, personalism, the office-traditional and oriented paradigm for research. The main features of the behaviorist paradigm are an emphasis on the development of observable and pre-specified skills, teacher evaluation by their performance in terms of proficiency, also pre-specified. Reflection and personal development do not receive attention here.

As its name suggests, the personalist paradigm is opposed to the behaviorist paradigm "because it is related to the humanistic practices in order to offer teacher personal growth, promoting an increase in psychological terms. This evolution in the form of a reorganization of beliefs and perceptions is seen as more important than the specific skill "(Moll da Cunha 15). As the specific skill domain is not essential within this paradigm, the content of teacher education courses is rarely by default. Professional competence is seen in terms of psychological maturity in this paradigm reflection as it is not the central point that is taken into account.

The third paradigm analyzed by Zeichner (23), the traditional craft paradigm assumes that teaching is a craft. According to this paradigm, the teacher is seen as a passive recipient of knowledge that is passed on by a specialist. Reflection is not emphasized in this paradigm.

The last paradigm-oriented research considers the teacher responsible for their preparation for teaching. In this category, the technical skills are seen as a means by which the objectives are achieved.

PART II: MOTIVATION AND LANGUAGE LEARNING IN PRACTICE

Chapter Three: English Project

3.1 Introduction and Overview

To understand the educational benefits of learning a second language a review of the ‘English Project’ is needed in forming a reflection as a teacher. These aspects provide an insight into the path taken students in learning a second language. Learning second languages can be subjected to obstacles and milestones in classrooms that hinder substantial progress. The English Project’s purpose was to come up with resolutions that could maximize the benefits of learning the second language. The aim of the project is also in line with the use of modern technology in teaching English and other second languages in Brazil.

The project, with the support of education investors, occurred in 2011, the year in which the student interest research was held. The research sought to abolish the problems reported by the teachers on practice and education, and so held graphs of interest so that the final material was suitable to the approach taken in public schools. There was the whole collection of data that was required for the construction of this new instrument which would be disseminated in mass, and with great results expected.

CONSULTA DE LEVANTAMENTO DE INTERESSE						
CONSOLIDAÇÃO POR DIRETORIA DO LEVANTAMENTO DE DADOS DA ESCOLA						
Diretoria	QUANTIDADE DE ALUNOS					
	1º e 2º séries EM	8º e 9º Séries/ano EF	Aderiram 8º e 9º séries/ano EF	Aderiram 1º e 2º séries EM	Total Adesão	% Adesão
TOTAL	1.308.801	715.792	220.569	111.884	332.453	16,42

Figure 3. Data sheet courtesy EVESP, which got the data of interest in this type of course for public school students. The research was collected by the Boards of São Paulo State Education, between the months of October and November 2011. Material collect.

The target audience was defined, and the selected students were those who were enrolled in a high school of the state's public school system. Each of these students was offered a place in the program, it was up to each learner to decide if he or she wished to participate in the course.

The project was a partnership of the São Paulo State Government by the State Secretariat of Education of São Paulo and the Ministry of Education, as well as the Padre Anchieta Foundation (sponsor of TV Cultura, Radio FM Cultura and Cultura Brasil, Multicultural Education, UNIVESP TV, and Ra Tim Bum!). The Padre Anchieta Foundation - Paulista Center for Radio and TV Education is a private entity that is funded by budget allocations and from its resources.

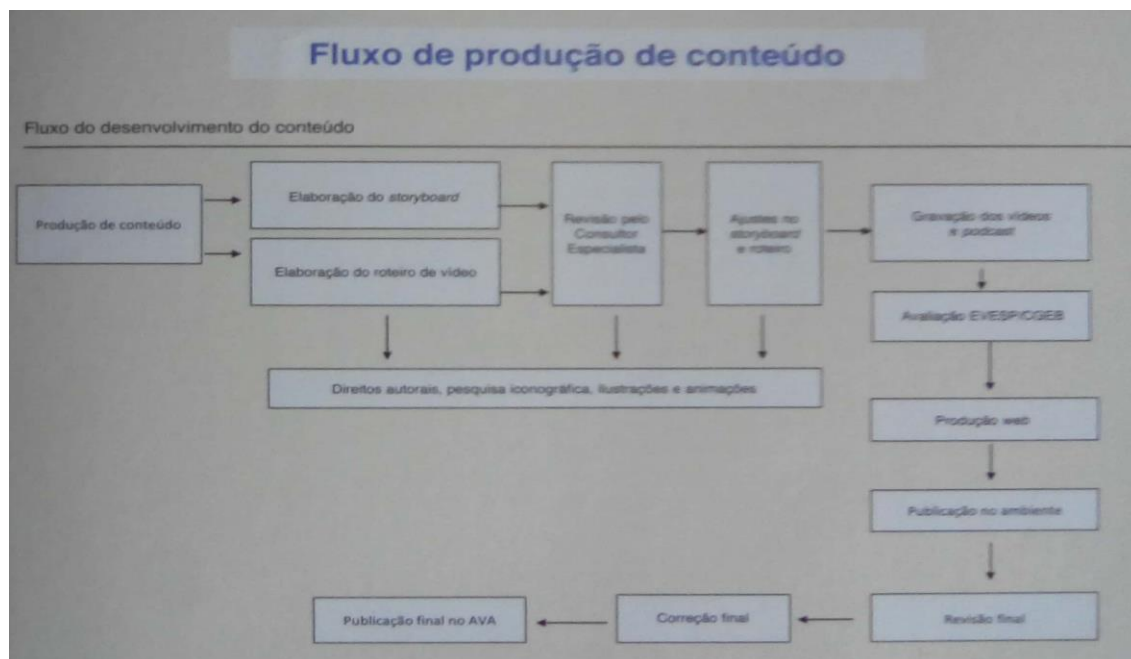


Figure 4 the development of the course, a flow chart that guided every step of the content creation process for the integration of different work teams has been prepared (LaFemina,).

The organizers of the teaching material were Ana Carolina Nunes Lafemina, Fernanda Montenegro Rizek Meneses, Fernando José de Almeida and Marisa da Graça Moreira da Silva.



Figure 5 Cover, DVD and back cover of the material under study (LaFemina).

All teachers took a six-months training course, following an assessment of the effects of the programs as of then, made visits to schools and held meetings with students frequently, in an effort to better understand their view on the subject matter.

The teachers stated that even though the materials used were good, there were still some barriers to break down to reach the students' connection to the virtual classroom. "At first, students found it different and interesting," and, "they say they like the course, but it was noticed that the student begins to feel some difficulties (access, content, motivation) and gives up, showing that access to the internet is also demotivating.

The project's aim is to motivate students to learn English in a more modern way and encourage greater engagement of students in the learning process. The course begins with

instructions for the student to know how to use the learning environment (Figure 6) and was fully customized to meet the target audience because the platform is playful, dynamic, colorful and gamified. (Figure 7).

The modules consist of videos, evaluation activities, at the end of which a mini-test is presented, through which the student tests the knowledge acquired in the module.

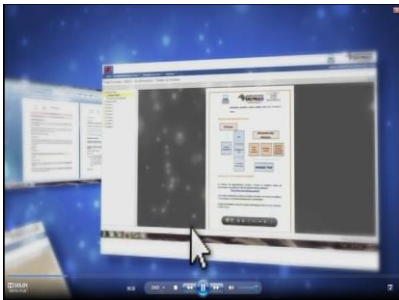


Figure 6(LaFemina. 2013, 2013)



Figure 7Figure 3.4: (LaFemina, 2013,

Furthermore, it was intended by the teachers to deepen students` knowledge of the English language through exposure to videos and activities specially designed to portray everyday situations so that students could experience situations such as being at an airport, and at major international events like the World Cup.

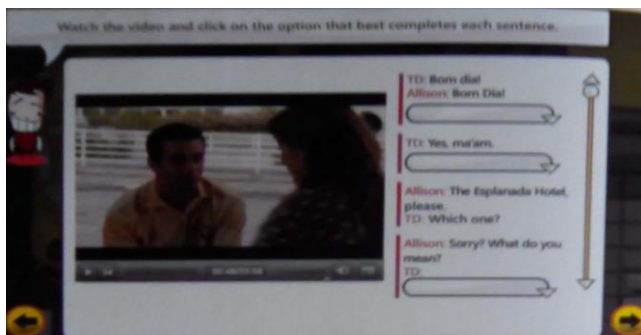


Figure 8 The mini-test, present in all modules, allows students to evaluate their performance. (LaFemina, 2013).

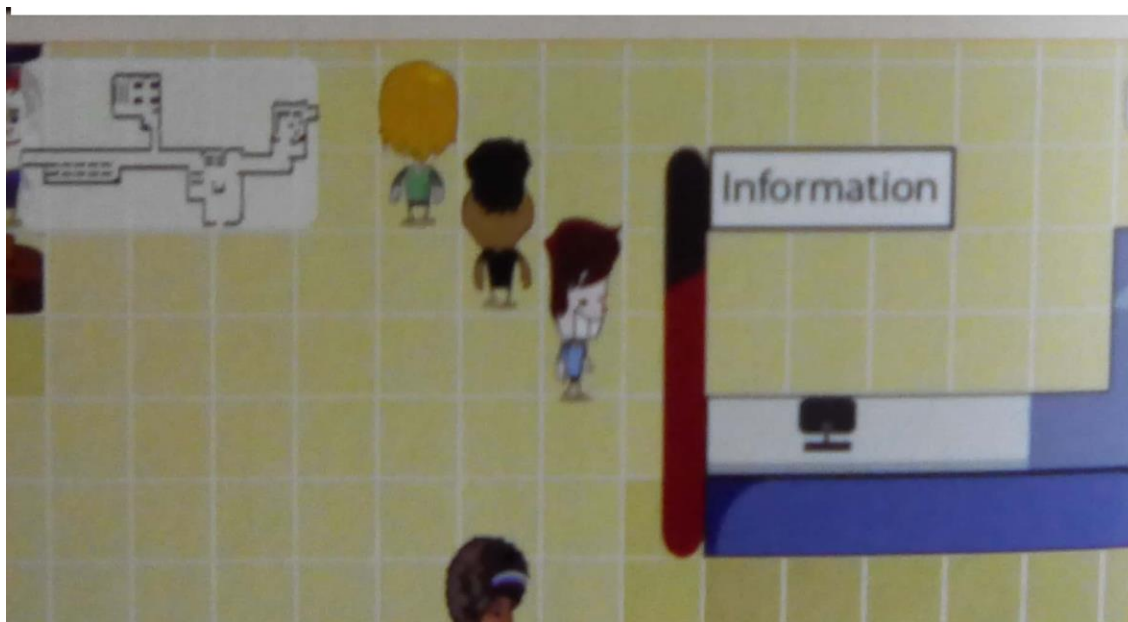


Figure 9 The game "The Missing Star", is ten hours long and ends the course. (LaFemina, 2013).

3.1.1Project Background

The project was tested by the television media (TV Cultura) and the government of the State of São Paulo, who were trained and properly gazetted for the objectified activity, and the material for the project during and after the completion of the pilot project. The material was distributed to Public Schools of São Paulo; such material must be kept in their libraries for use by network teachers who have an interest in implementing the project. The Brain Honey platform was used to host the course of online English.

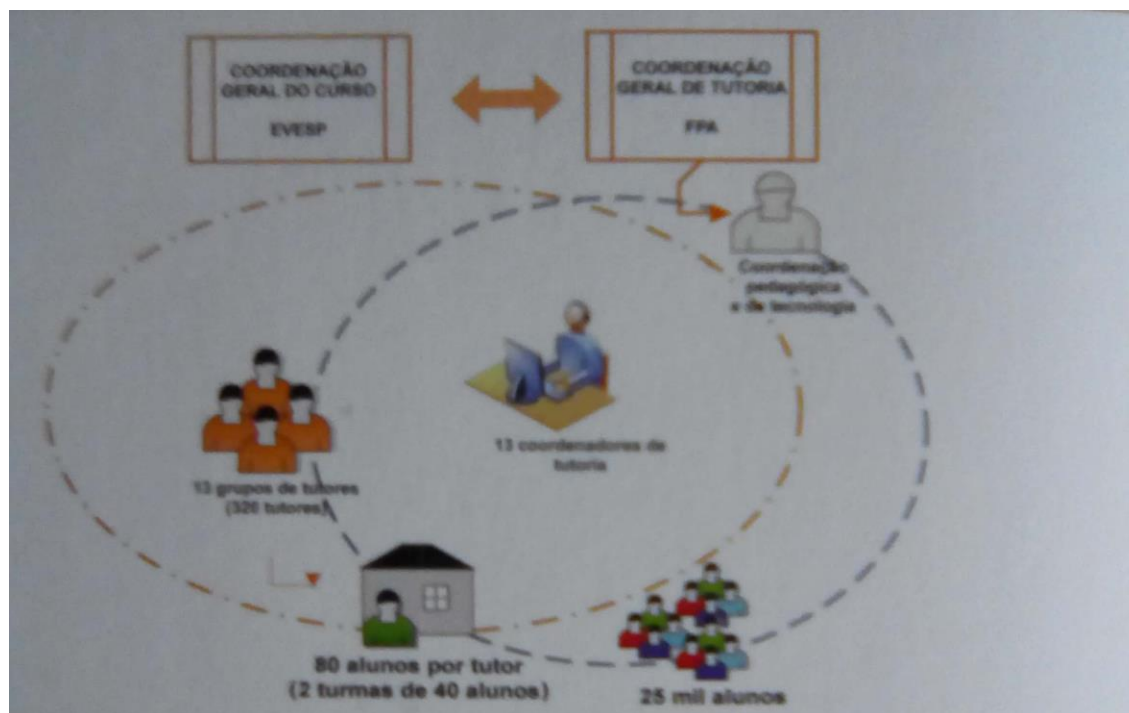


Figure 10 The game "The Missing Star", is ten hours long and ends the course. (LaFemina, 2013).

The aim of the project was the improvement and development of the process of learning and traditional teaching methods, through the Secretariat of the São Paulo State Education (SEE-SP) was created the Virtual School Educational programs of the State of São Paulo (EVESP). Established by Decree No. 57011 of 23 May 2011, the EVESP aims to offer regular educational programs, in situations that require meeting the needs of specific groups of the population. It should develop programs and distance learning courses, subject to the national curriculum guidelines, and expand decisions. The courses are designed for students enrolled in public schools.

Distance education collaborates with the modernization of teaching resources and continuing education and creates new learning models since that access should be getting wider. Summarizing the steps taken to arrive at the assembly of the material and methodology to be implemented, this project was justified by research done previously, which qualified the number

of students who are in high school and elementary II. This research rated the degree of knowledge of the English language acquired by students, teachers, and students to learn the point of common interest; and trained and evaluated professionals graduated in English, to be selected and distributed to public schools in the state. Pitombeira (2013)

The Padre Anchieta Foundation was in charge of producing the material of the project, and the CD, which has classes and activities to be developed with the use of multimedia, and these were distributed to schools.

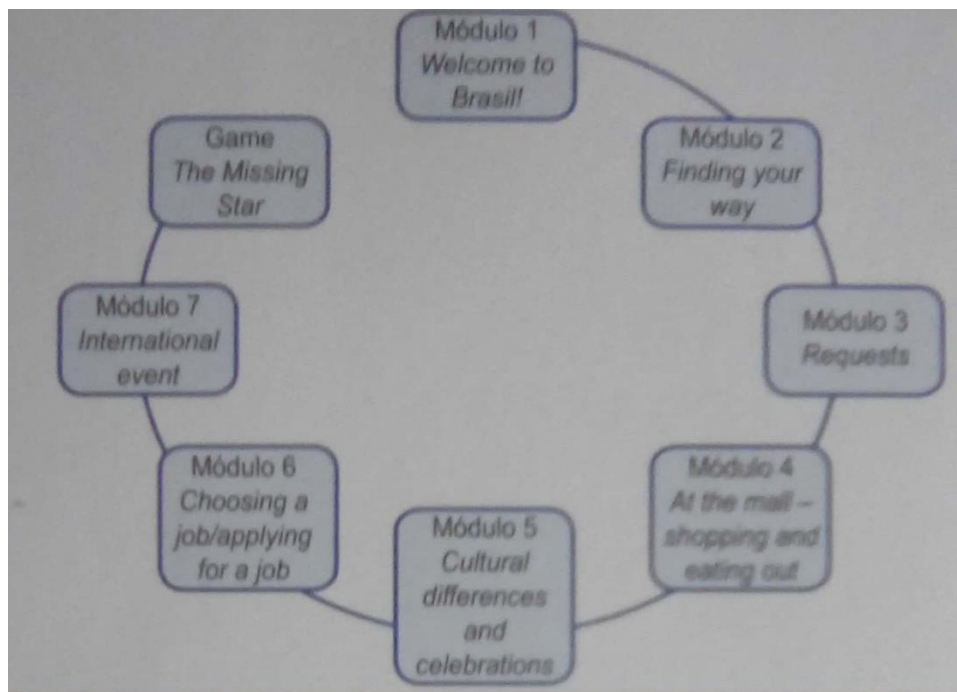


Figure 11 Based on guidance on the curriculum of the Foreign Modern Language team SEE-SP, home of the modules has a working theme. (LaFemina 2013).

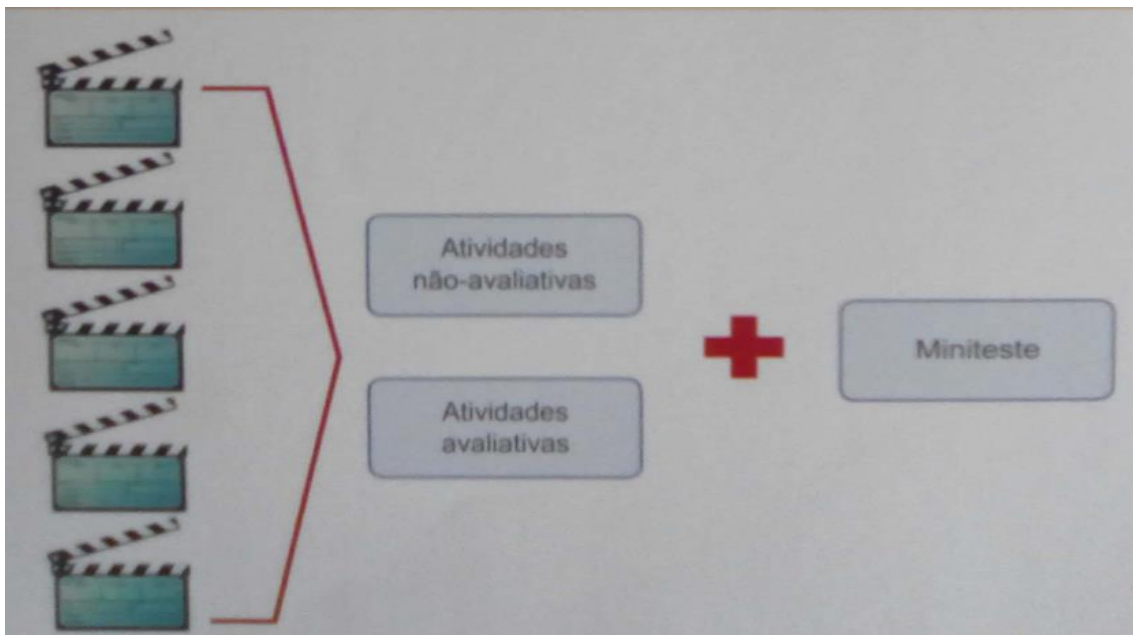


Figure 12 At the end of the modules a mini-testis proposed, evaluating the used content. (LaFemina, 2013).

Chapter 4 Research Design Principles

4.1 Necessity of Study

The English Project provides a clear abstract of what could motivate people to learn a second language. It focusses on the environment that students are exposed to and how it relates to their performance and motivation in learning the English language. Although it is important to rely on some of the findings of the English project, several factors indicate that there is a need to conduct another study on the same issue.

Firstly, the environment, from the English project, was designed to be similar to all the participants in the study. Students who were under study shared the resources that were availed for the project. Similar technology was applied across all the participants. The study aimed to find out the obstacles faced by students learning English when exposed to the same resources. External resources that could affect the outcome of the study were not considered. Students and learners, in general, are known to come from different backgrounds with different kinds of resources availed to them. To a large extent, these resources are known to precipitate different kinds of learning capabilities. Given that all the student participants were given an equal amount of time and resources, exposure to different kinds of external resources played an important role in swaying the results of the English Project.

As a result, a need to conduct a study that will incorporate different factors, external or internal, arises. Unlike the English Project, this study focused on all possible factors that could affect the outcome of the bilingual learning process. This was done to ensure that the results collected are true and balanced and that all the factors or resources that could determine the outcome of a learning process are included. With this inclusion, the results and findings of this research were expected to be more accurate than those obtained from the English Project.

Secondly, the English Project was done in 2011. Lots of changes in the learning environment have happened since this time. Even though some of the findings of the project are still valuable to date, some have become outdated or have outlived their impact on the bilingual learning process. In the last few years, different changes in the learning process have occurred rendering some of the previous processes ineffective. In today's era, people learn second languages through technologies that were introduced recently. In other terms, people flow with the innovations of the day.

Technology, for instance, has changed significantly since 2011. The English Project focused on the application of technology that was available at the time in Brazil. In the last eight years, the world of technology has seen significant developments, some of whom have occurred in the learning sector. The emergence of technologies such as applications in smartphones that can aid in bilingual learning has greatly changed people's approach to learning a second language. Learners of second languages rely on both class and technological knowledge to acquire bilingualism.

The English Project, based on these factors, is ineffective in relating to today's technology and innovation. In this study, the use of new technology and capabilities of innovation have been incorporated. The study represents the true picture on the ground for today's technological and innovative environment as opposed to that of 2011.

The English project, furthermore, focused on the perceptions of teachers on student understanding and motivation in learning the English language. The teachers were exposed to a six-month training exercise to equip them with skills of identifying obstacles and motivations for learning the English language. The teachers were supposed to monitor the stunts under study and record their findings. The study did not put much focus on the feedback from those who were

learning the English language. Despite receiving the required training, the human-touch between the test subjects and the researchers was lost when the teachers were used as intermediaries.

Students who were under study could depict behavior and characteristics that could only be seen by the teachers while other attributes could still remain hidden. As a result of this, as stated above, the results of the English project cannot be substantive in learning about motivation and obstacles experienced in learning English or any other dialect as a second language. In this study, more focus is given to the participants to ensure that no information is distorted after observations are made. Feedback will be received directly from student participants.

The English Project, in addition, aimed at finding the obstacles that hinder the learning of English as a second language. This was a major objective for the project and its findings are still relevant to this study. The findings form a basis of evaluating how motivation in learning a second language can be achieved when the identifiable obstacles are clearly assessed and taken care off. This study, therefore, continues to build on some of the findings of the project to determine motivating factors among learners of second languages. Moreover, this study expands the scope of the second language beyond English and is inclusive of other common dialects or languages.

4.2 Applied Principles

4.2.1 Configural Effects

In this study, focus was placed on configural effects and not the net effects modeling. The net effects modeling allows a researcher to predetermine the outcomes of research with the selected variables. In many cases, research under this principle allows researchers to focus on the chosen variables and rarely looking at external factors that could affect the variables. This results in insufficient and incorrect data being collected.

As this is a case study, its results are better viewed as outcomes of casual recipes and not relationships between interactional terms and variables. To achieve accuracy, application of methods that account for contingency plus antecedent conditions that are complex is necessary. Techniques that are designed to estimate, for instance, linear-additive models are unreasonable in assessing multiple procedures or recipes.

4.2.2 Multiple Routes not a Single Model fits all.

In this study, different elements have been put under consideration. Different ways of arriving at the intended information are applied as opposed to most research where information is gathered using a single model. In this case study research, the application of qualitative comparative analysis is used to report all the relevant routes of arriving at an outcome.

4.2.3 Predictive Validity

In this study, empirical positivistic analysis is the most logical simple way of predicting validity. Other types of studies tend to apply the best fitting models like regression to predict validity but are less effective. Since separate sets of data are used in this study, simple heuristics are applicable in predicting the validity of the data and the findings. To achieve validity, holding out samples has been made possible in order to add value to the case study.

Chapter Five: Research Methodology

5.1 Introduction

In this section, the method used to collect data is introduced and the characteristics of the sample used provided. The quest to identify how learners are motivated by bilingualism will propel this chapter to:

- a) Discuss the research philosophy used in relation to other philosophies;
- b) Expound on the adopted research strategy, including the methodologies used;
- c) Introduce the instruments of research.

5.2 Research Philosophy

Research philosophy is a belief on the manner in which information about a concept or phenomenon should be gathered, analyzed and applied. Different research philosophies apply epistemology and doxology in arriving at conclusions. Epistemology is the concept of knowing what is true while doxology is what is believed to be true (Henry & Pene 235). This study will, therefore, adopt a doxa to episteme approach of collecting and analyzing data.

A positivist research philosophy has been adopted in this study. Under this, positivists believe that reality is stable and people can observe and describe information from an objective viewpoint (Crossan 48). This philosophy does not allow for the interference of the phenomena being studied. Interpretivism, on the other hand, is a research philosophy that is applicable in cases where subjective interpretation and intervention of data, in reality, can be fully understood (Crossan 51). Researchers, under this philosophy, rely on their knowledge to make interpretations of data; which may result in distortion.

However, to obtain quality research, a combination of both the positivism and interpretivism research philosophies is needed. Areas that will require objective capabilities have been applied while those that require subjectivity have been added. The two approaches were chosen, not because of the inability to choose between the two, but the understanding that the two are valuable together if used appropriately.

5.3 Research Strategy

Different methods of research exist in both the positivist and interpretivist approaches. The chosen method for this research was the use of a case study, which is applicable to both the interpretivist and positivist research philosophies. Review of existing literature was also done to complement the use of a case study. A case study involves an attempt to provide a description of relationships that exist in reality, seldom in a sample or population. Use of a case study has ensured that reality is captured in greater detail by an observer-researcher. More variables can be analyzed through case studies as opposed to adopting surveys and experimental research. However, this case study, as most case studies are, focusses on a select group of respondents. It is therefore difficult to find similar data that can be analyzed in statistically meaningful ways to generalize findings.

There is no standard way of defining a case study as definitions exist in different ways. Benbasat, however, defines a case study as follows:

a phenomenon in its natural setting, employing multiple methods of data collection to gather information from one or a few entities (people, groups or organizations). The boundaries of the phenomenon are not clearly evident at the outset of the research and no experimental control or manipulation is used (370)

A case study, according to Yin is:

The case method of choice when the phenomenon under study is not readily distinguishable from its context (3)

Plummer views a case study as a life story and proceed to define it in the following terms:

The life history is one of the most suitable approaches to be ADOPTED in student projects. Student projects in sociology generally have to be produced by the researcher solitary aspirate towards some kind of originality and pragmatically entail with minimal disruption of the lives of other people. This history technique fulfills all criteria splendidly as it is suitable for the loner researcher who has access to one relevant person in the world who can furnish his or her account (51).

The use of case studies, according to Benbasat is considered to be a viable option when the following reasons are available:

- a) When there is a necessity to study a phenomenon in its natural setting;
- b) When the questions asked by the researcher are in the format of “how” and “why” and a need to have an understanding of the nature and complexity of the research process taking place;
- c) When research is being conducted in an area where there are few or no previous studies done (370)

Based on the above reasons, our study fits perfectly in the realm of a case study.

According to Flyvbjerg (221), a case study allows for greater flexibility in the way the analysis is

developed and exemplifies a situation in a concrete and immediate way. The objective of the case study in this research is to particularize and return attention to what has theoretical meaning, involving different units of analysis. This research method "arises from the desire to understand complex social phenomena" (Yin 4) and generally the main questions are formed by "How", "Why" and "What".

As already indicated, this study applied multiple data collection methods to arrive at results that converge. These methods helped establish construct validity of the collected information. The methods used in this study resemble those discussed by Yin and include the following:

- a) Direct observation of phenomena, activities and the environment in terms of bilingual learning
- b) Indirect observation of processes related phenomena
- c) Review of existing documentation on matters to do with bilingual learning and motivation (78)

This research employs a qualitative approach to data collection, to understand and interpret certain behaviors, opinions, and expectations (Agheyis & Joshua 139). It is exploratory, therefore, not intended to get numbers as results, but rather insights that can point the way to correct decision-making on a problematic issue. The observations of classes aim to better understand the relationship between teacher and students, motivation in bilingual learning, as well as the need to have contact with the practice to determine the analysis of the interviews.

5.4 Sample and Population

The population of this study is the people who are capable of speaking at least two languages in Brazil. It is represented by a group of 20 students at Escola Estadual de São Paulo. This group of students was chosen as they were learning English as a second language. The chosen sample was also inclusive of the students in their eighth and ninth year of studies in the school.

5.5 Research Schedule

The project's application was carried out according to the dictates of the school; namely in the context of English language classes that are held twice a week. Evaluative months accompanied the grade school for two months. Pedagogical meetings were held to follow the project. The pedagogical practice was assisted by trainees interested in the project and was marked with two events focused on the English language, one in mid-May and another in October (following the main North American cultural festival, Halloween).

5.6 Learning Process Activities

To incorporate the current age of technology, the study opted to focus on people who have an interest in technological innovations. As stated above, the students chosen, like most students, have a higher affinity for technological applications and uses and were therefore regarded as the perfect fit. Participants were, therefore, expected to use certain technological devices in testing and learning the English language. Additionally, teachers engaged in the old-fashioned way of bilingual teaching by stating words in English and directing the students to repeat them. From this, observations could be made by the researchers to identify the motivating factors encouraging students to engage in bilingual learning.

The project was divided into thematic modules that had videos in the English language to ensure that students or respondents acquired the listening skills throughout the learning process.

Figure 13 below shows a screenshot of one of the videos used to instill bilingualism in the participants.

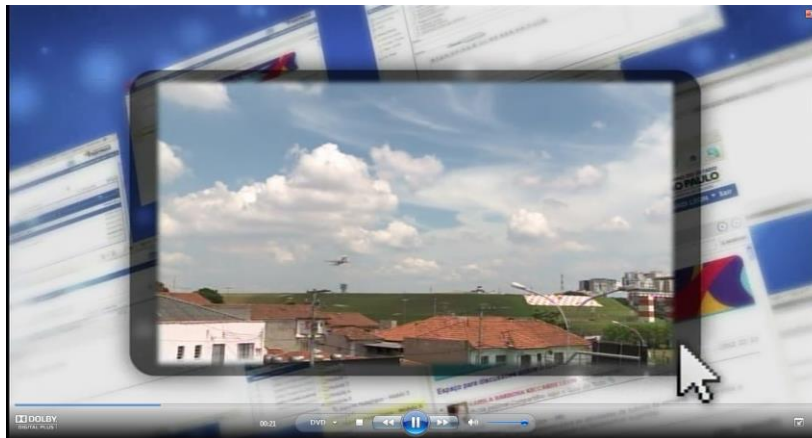


Figure 13 Photo courtesy institutional video EVESP. Module display screen, theme Airport.

Furthermore, human-computer-language interactivity was boosted with the use of audios and participants exercising the English language on their own using their electronic devices. Tests and Phrases were used as part of the content in the study together with other interactive activities like playing games in other languages. Figure 14 and 15 represent a screenshot of interactive activity and game played in the English language respectively.



Figure 14 Computer Screen copy of an interactive activity class



Figure 15 Computer Screen Print Home screen module 08 game.

Chapter Six: Results

6.1 Introduction

This section includes the results of the study. Interpretation of the information collected through the case study is also provided. The section, moreover, includes a connection between the results and the existing literature in the discussion section.

6.2 Results

The evaluation of the project indicated that students found the activities of the study as entertaining and instructive. The use of technological devices like computers increased the urge to learn among the participants. Games and interactive activities in the English language were well accepted by the participants.

In the course of the project, students learned to play games in different languages and as time passed, their interest in getting higher scores increased with each game played. The students, in playing the computer games, were required to get higher scores in order to proceed to the next levels. Being a class of 20 people, the games were used as a competitive tool to identify who grasped the instructions of the game. Understanding the game instructions, which were in English, meant that a student understood the game entirely and could get higher scores. This competitive activity was a motivating factor to most of the participants as they strived to outdo one another. In cases where the students failed to progress to the next stage, they had to learn and understand the instructions and this promoted further learning of the English language.

Another activity that was under investigation is the ability of the students to memorize what was taught by the teachers. Students were motivated by the urge to outdo their colleagues in a class by acquiring the necessary bilingual skills to pass the test provided by their teachers. As a result, the level of concentration among the students was high based on the observations

that were made. Reading and repeating the words spoken by the teacher was done keenly to ensure several English words were well grasped. Using the words in the Portuguese language, students were able to learn the pronunciation of words in English through their ability to remember how they were pronounced either on a computer screen or by the teacher. Some of the students found the entire process as fun as they viewed words in English as sounding ‘funny’ than their mother tongue language. The strange pronunciation nature of the words in English also made it easier for the students to remember them. One of the student participants stated that ‘it seemed like the voice of the characters echoed in my memory.’ Participating students also showed signs of increased intellectualism based on the behavior they depicted. Some claimed that learning other subjects in schools became easier as the only difficult thing they faced was acquiring knowledge in the English language.

The learning process exposed the student participants to the English culture. Some of the words and phrases used were those used to describe specific cultural events like holidays, festivals, and sports. The students, upon learning about some of the events in the English culture, were more eager to learn the language as there are lots of differences with the culture in Brazil. The simple idea of having to learn English in order to learn about the associated culture made some of the students more eager to learn more. The zeal to have an understanding of two cultures increased as the project progressed. Students, who had gained some knowledge about the English culture, could be seen associating with the culture, even though on a low scale.

The motivation behind gaining knowledge of the English language was also evident through the students’ urges to improve their social status. One of the students described learning and knowing English as ‘cool’ and made one look ‘sophisticated’ in society. In Brazil, where the majority of the population does not read or understand the English language, knowing it could

‘elevate your status among friends.’ According to one of the student participants. In the course of the study, students who were under investigation could be seen communicating with their friends in English. This also applied to students who had already mastered the English language. Participating students, in this case, opted to study English in order to match their friends’ abilities in the language.

Learning English was also described by some of the students as ‘an important career-boosting activity.’ Many argued that people who knew more than one language in Brazil were eligible to work for multinational companies in the country. Furthermore, the students expected the salaries for people who knew other languages like English to be higher than those conversant in Portuguese only.

PART III: FINAL CONSIDERATIONS

Chapter Seven: Discussion, Recommendations and Conclusion

7.1 Discussions

From the results of the study, it is clear that the urge to gain knowledge of the English language is motivated by the perceived benefits of acquiring it. The results show that students were willing to learn the English language to use it as a show-off among their peers. This corresponds to Dörnyei's (2) analogy that learners purpose to achieve reasonable levels of proficiency and cognitive skills to apply in communication, even on a low-scale capacity.

The idea that the learning of a foreign language opens up a person's ability to work for global organizations is reinforced by Liu (73) who provides an example of how people who learned English in China were exposed to global opportunities. Gaps between China and English-speaking nations was bridged and more interaction encouraged. Students who are exposing themselves to the English language in Brazil are increasing their chances of representing the country on a global stage in the near future. Feng (92), furthermore, mentions that the learning of English helps in reducing the gaps that exist between countries, social classes and ethnic groups.

From the study, it is clear that students view the process of learning a second language as increasing one's intellectualism. Greenberg (22) agrees with this notion and states that bilingualism has a positive effect on a person's intellectual functioning. This, however, according to Greenberg (23) depends on a person's level of exposure to the language in question. Long-term exposure to a foreign language increases a person's interpretation of phenomena. Kovelman et al. (159) further argue that intellectualism in foreign languages depends on the

stage of exposure to a language. Those exposed to second languages from childhood are more likely to depict intellectualism than those who acquire it in later stages of their lives.

The results of the observation exercises showed that students were more eager to engage in interactive activities like repeating the words spoken by the teacher, listening to the instructions provided on computers, or engaging in games in the English language remembered and understood the language better. According to Ferreiro et al. (47) engaging in interactive learning activities increase a person's capability to learn and understand what is being taught. If the learning infrastructure is interactive enough, it encourages learners to do more than just learning and engage in the practice. Ferreiro et al. (47) further alludes that if the learning process impresses learners, then it's effective in making them understand concepts that could easily be hard to understand.

7.2 Recommendations

Motivational factors that encourage students to engage in bilingual learning have been discovered to revolve around personal satisfaction, recognition, and boosting of one's knowledge and career. To ensure that learners across Brazil are motivated to learn English and other languages, the following recommendations have been developed:

- a) The Brazilian government should introduce mandatory foreign learning programs in schools. This, based on the study findings, will go to work effectively in educating Brazilians about other cultures. It will also play an important role in boosting the growth of local industries and those that plan to begin operations abroad. Sectors such as tourism will expand as more people will be available to communicate with foreigners in using their language.

- b) Schools should encourage students to take up foreign classes in order to boost communication and intellectualism. As the study has shown, learning a foreign language fosters a person's intellectual capability. People who also value their social status in the society, as a result of using a foreign second language, can enroll for classes.
- c) Schools should introduce interactive learning methods to their students to boost understanding. This calls for including technological tools and devices as they have been proven to attract the attention of younger learners. Computerized learning games, for instance, can be used to help educate students who are slow learners under traditional methods of learning. As a result, such students can be exposed to modern interactive learning methods to boost understanding of languages and concepts.

7.3 Limitations of the Study

The nature of the study undertaken in this project makes it difficult to use a larger sample. The success of this study relied on the consistent observation of the student participants to monitor changes in behavior and attitude. This process needs more time and the research resources were not enough to generate a comprehensive study on some of the issues that could sway the results of the investigation.

Additionally, a challenge arose between collecting the research and engaging in other academic activities. Some of the English classes at the school clashed with the researchers' busy schedules. At times, English language teachers regarded some parts of the research process as a nuisance and distractive to student concentration.

7.4 Conclusion

This study focused on identifying the motivation implemented in people learning a second language. The study reviewed existing literature on concepts like biliteracy, bilingualism, cognitive function in knowing and understanding a second language. The reviewed literature provided a thorough background of the study. The study also reviewed the English Project that was done in 2011 in an attempt to connect it to this study. In this study, a class of 20 students learning the English language was used as a case study to determine what motivates them in learning another language.

The findings of the study indicated that people are seldom motivated by the urge of having a different social status in society. Learning a foreign language also boosts the chances of a person's chances of being exposed to foreign opportunities. Motivation was, furthermore, discovered to arise from the need to understand other people's cultures and gain intellectualism.

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